DOCUMENT RESUME

ED 174 219 IR 007 493

TITLE OMS Annual Report, 1978.
INSTITUTION Association of Research Libraries, Washington, D. C. Office of Univ. Library Management Studies.
PUB DATE 78
NOTE 26p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Activities; Bibliographies; *Library Associations; Programs; *Research Libraries

ABSTRACT

Intended to highlight challenges facing academic library managers and to review current activities and programs, this annual report of the Office of Management Studies (OMS) of the Association of Research Libraries describes 1978 activities and programs and considers 1979 priorities. In particular, the activities of four core programs are presented: (1) the Academic Library Program, initiated in 1978 and focusing on organizational change; (2) the Information Collection and Dissemination Program; (3) the Organizational Training and Staff Development Program; and (4) the Applied Research and Development Program. Various projects and programs are noted under each. A bibliography of OMS publications and related documentation in 1978 is also provided. (JD)

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OMS Annual Report 1978

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I. INTRODUCTION

Office of Management Studies annual reports are intended to highlight challenges facing academic library managers as well as to review current office activities and programs. The principal undertaking of OMS during 1978 was the initiation of the Academic Library Program, a five year project which received funding from the Council on Library Resources, the Andrew W. Mellon Foundation, and the Lilly Endowment as well as a commitment from the Association of Research Libraries. This new program represents a culmination of over eight years of office research and development.

The central theme of the Academic Library Program is organizational change. Any organization must grow and develop in order to accommodate a changing environment, and libraries are no exception. If libraries are to succeed as active partners in the instructional and research programs of universities, they must be sensitive to changing conditions within their internal structure and in the external environment. External or environmental pressures include inflation, reduced public support, technological development, and increased client needs, while internal pressures include changing staff values and attitudes and the tension that develops within organizations operating with stable or declining budgets. Such pressures require that libraries improve the ability to perceive changing circumstances, and develop internal decision-making processes that allow for flexible, timely response. Furthermore, libraries must move toward more assertive roles within the communities they serve, influencing university plans, programs, and priorities rather than simply coping with events as they occur.

The new Academic Library Program assumes libraries possess the leadership, vision, and energy necessary to meet the challenge of change. The key need is for methods that bring together the talent and commitment of staff to focus on solving problems, integrating technological and system developments into current operations and planning for the future. The office has helped many libraries do this through a process of assisted self-study. Experience with the Management Review and Analysis Program (MRAP), Collection Analysis Project (CAP), and the Academic Library Development Program (ALDP) demonstrates that libraries at various points in their development can mobilize resources to prepare for the future. Each library participating in these programs has gained substantive benefits including implementation of needed, specific changes in current programs, development of a staff capability to identify and respond to changes in their situation, and preparation of plans for future action.

In addition to working with change processes, library organizations also need to prepare for new directions. OMS assistance in this area includes consultation and advice that encourages self development while introducing fresh ideas, creative responses, and effective mobilization of library resources in focused problem study endeavors. The office intends to develop a corps of outstanding librarians to act as change consultants. This endeavor is part of the Academic Library Program described in this report.

Consultative advice and assistance require up-to-date information on current practices of research libraries in order to help libraries investigate and develop new ideas. The Systems and Procedures Exchange Center is operated by the office to survey library operations and make available information and documentation on these current library practices.

Attention also needs to be paid to the methods for selecting, developing, and promoting the talent needed for effective library management. Assistance in this area is available from the Organizational Training and Staff Development Program. Clearly not all librarians are suited for managerial responsibility, yet organizational structures and reward systems force them into career patterns which can be unrewarding to them and to their libraries. The leadership roles of library managers need further refinement to allow a proper focus on creating climates where the full potential of a talented staff can be directed toward accomplishment of clearcut library goals. The training of these library managers should emphasize development of a self awareness of their managerial strengths and weaknesses as well as an enriched repertoire of skills, techniques, and concepts.

II. HIGHLIGHTS OF OMS ACTIVITIES IN 1978

A. The new Academic Library Program (ALP) received operating funds ($870,000) for the next five years (10/78-9/82). This endeavor brings together several ongoing office programs including the Management Review and Analysis Program (MRAP), the Collection Analysis Project (CAP), and the Academic Library Development Program (ALDP) and promises to expand resources available for use by ARL members.

B. The Collection Analysis Project assisted three ARL libraries (Arizona State, University of California at Berkeley and Massachusetts Institute of Technology) in working through the program, and their final reports are now available. Evaluation of the test studies was completed, which facilitated a revision of the CAP Manual, now in process. A $44,000 transition grant was secured from the Andrew W. Mellon Foundation to allow integration of CAP into the new Academic Library Program. Four new CAP studies are starting at Brigham Young University, Case Western Reserve University, the University of Illinois, and the University of California at San Diego. The first three of these projects will engage staff from ARL libraries to work with OMS staff as co-consultants during an internship period. Jeffrey Gardner is the principal OMS program officer for CAP.

C. The Management Review and Analysis Program assisted the University of Oklahoma and Southern Illinois University at Edwardsville in working through the Program. Final reports are now available.

D. The Academic Library Development Program provided assistance to four libraries (Carnegie-Mellon University, Drew University, Seattle University, University of Wisconsin/Parkside) in completing the study. The Council on Library Resources Coordinator for this program, P. Grady Morein, was added to the OMS staff to facilitate integration of ALDP into the new Academic Library Program.

E. The Small Library Planning Program was initiated with a $200,000 grant from the Lilly Endowment for a two-year period. The goal of this project is to design a self-study process that independent college and/or university libraries with a professional staff size of less than ten can operate successfully.

F. The Systems and Procedures Exchange Center issued ten SPEC Flyers and Kits during 1978 covering the topics of skills training, collection assessment, resource sharing, automated circulation systems, automated acquisitions systems, the changing role of personnel officers, planning for the future of the card catalog, automated cataloging systems, external fund raising, and the use of annual reports. A total of 49 Flyers and Kits are now available. Many of the earlier Flyers and Kits have been upgraded and updated by the Information Services Specialist, Maxine Sitts. The H. W. Wilson Foundation awarded the Center $19,545 to allow distribution of SPEC materials to accredited library schools. The Center recovered $57,000 in costs.

G. The Organizational Training and Staff Development Program conducted three Management Skills Institutes in 1978. All three (Chicago in May, Boston in July, and Maryland in November) were fully subscribed and highly commended by the participants. Ten special-focus workshops also were conducted covering such topics as decision-making, supervisory skills, interviewing and communication. OMS staff conducted three technical workshops on remote storage, automated circulation systems and budgeting for ARL Directors at the May membership meeting. A brochure describing the expanded training program was developed by the OMS Training Program Specialist, Deanna Marcum. The various training activities recovered $30,000 in operating costs.

H. The H. W. Wilson Foundation awarded a $16,000 grant to the OMS to design a series of resource notebooks on the topics of staff development, organization, and planning. The notebooks draw on SPEC files and the results of MRAP studies to create a set of ideas, models, and procedures that libraries can use to study and improve their own operations.

I. The Japan-U.S. Friendship Commission awarded a $19,175 grant to the office to organize and conduct a three-day workshop for Japanese bibliographers. The workshop was conducted in August and the proceedings were published toward the end of the year.

J. Assistance was provided to the Educational Testing Service in the conduct of a study of collection development policies and practices at the University of North Carolina, the University of California-Los Angeles, the University of Wisconsin, and Brown University.

K. OMS staff completed a project to revise and update the index to ARL meeting minutes funded by a $12,000 grant from the H. W. Wilson Foundation.

L. OMS served in an advisory capacity to a major collection analysis project at the Cornell University Libraries. Funded by the Andrew W. Mellon Foundation, this project allowed the Cornell Libraries to develop methodologies for describing the various components of their collection and to initiate new programs of collection assessment and selection.

M. Mr. Paul Kantor was retained by the office to develop a manual for carrying out materials access and availability studies. This procedure has been built into the collection assessment module of the Collection Analysis Project (CAP).

III. PROGRAM ACTIVITIES OF THE ARL OFFICE OF MANAGEMENT STUDIES IN 1978

Since its inception in 1970 the office's programs have emphasized the investigation of managerial concerns of research libraries and the development of resources and services that assist academic libraries in improving performance. The core programs of the office are: The Academic Library Program, The Information Collection and Dissemination Program, The Organizational Training and Staff Development Program, and The Applied Research and Development Program. The OMS program activities during 1978 are noted below.

A. The Academic Library Program

The purpose of the Academic Library Program (ALP) is to help libraries work through a process of review and improvement in order to strengthen their overall performance. For the past several years, a principal emphasis of the OMS has been the development of programs to enable these libraries to identify needed changes, clarify problems, recognize opportunities, and design specific programs for improving operations and enhancing services. The ALP will consolidate these programs into a cohesive endeavor that is open to academic libraries of all types.

The basic process to emerge from working with a variety of university, research and college libraries is assisted self-study. This approach is founded on the philosophy that the library staff is in the best position to identify desirable changes, and needs only a degree of guidance to accomplish the task more systematically and efficiently. The principal form of guidance needed is a sound methodology for approaching the analysis and some third party consultation or coaching while conducting the study.

In the Academic Library Program the library staff conducts an assessment, develops solutions, and designs an improvement program. The ALP furnishes participating libraries with procedures, materials and consultation throughout the study. Materials include a procedural manual, OMS publications, state-of-the-art reports, conceptual papers, and data gathering instruments. Consultants provide on-site and telephone assistance including an initial visit to help the library decide whether to undertake the program and regular visits to assist in training staff, conducting the study, and reviewing results.

The function of the consultant in the Academic Library Program is somewhat different from the typical consulting role which centers on prescribing solutions to given problems. While academic library staffs can readily identify the issues that need attention, the ALP consultant helps in articulating these issues and in developing action-oriented programs for dealing with them. Consultants also aid participating libraries by providing guidance in utilizing data collection instruments and procedures. In addition, they may design special instruments or procedures, critique reports, or simply act as a sounding board and respond to ideas. Consultants are either members of the OMS staff or librarians from the field who have received specialized training from the OMS.

The benefits of this assisted self-study approach are many:

- The process furnishes a comprehensive review of issues and enables the library to establish appropriate priorities based upon thorough analysis.
- The approach focuses on producing positive, concrete, long-term results.
- Staff involvement in the analysis builds responsibility on their part for providing solutions to problems and for looking toward ways of implementing change.
- The assistance provided in the program — the methodology, the manual and other materials, the consultation -- enables the library to obtain an objective assessment of its situation.
- The program acknowledges that differences occur among various interest groups within the parent institution and the library and furnishes a methodology for dealing constructively with those differences.
- Staff participation results in staff development and increases motivation as well as ability to deal more effectively with change on a continuing basis.

The Program provides academic libraries with several options for dealing with a variety of issues. Each library, with the assistance of OMS, will determine in advance the specific program best suited to it. Current options include: the Management Review and Analysis Program (MRAP), the Collection Analysis Project (CAP), and the Academic Library Development Program (ALDP) which are described on the following pages.

In addition to these tested programs, the ALP will develop other self-study modules including:

- A Services Development Program. This program will help libraries examine such services as reference, circulation, interlibrary loan, reserve book, and bibliographic instruction. This program will draw upon the experience of the College Library Program, jointly sponsored by the Council on Library Resources and the National Endowment for the Humanities, and the Council's Library Services Enhancement Program.
- A Small Library Planing Program. This self-study procedure will enable the very small library to articulate its role in the academic community and to present an action plan for improving its capacity to participate fully in the instructional and research functions of that community.
- A Community College Study Procedure. The needs of the two year community college will be covered by a study process tuned to the distinctive character of these institutions.

1. The Management Review and Analysis Program (MRAP)

This self-study program focuses on management practices within the library. Specific issues encompass planning, budgeting, policy making, management information, supervision and leadership, organization, personnel practices, staff development, and general management.

During 1978, the OMS worked with the application of the program at the University of Oklahoma Libraries and the University of Southern Illinois at Edwardsville Library. These libraries completed the study report and began implementing the results of the study during the year.

Completed MRAP study reports from 24 previous participants are available from the OMS.

An assessment of the impact of MRAP at participating libraries was completed under a separately funded project at the Pennsylvania State University Libraries. The study, funded by the Council on Library Resources and directed by Edward Johnson and Stuart Mann, determined that the overall effect of MRAP was worthwhile and successful as perceived by the library directors, managers and staff. The full report will be published in 1979.

2. The Collection Analysis Project

This program is designed to help academic libraries assess their collection development practices and policies. It focuses on collection objectives and policies, organization and staffing of collection development functions, the allocation of materials funds, collection assessment, preservation, and resource sharing.

The OMS received a grant of $294,000 from the Andrew W. Mellon Foundation to continue the development and operation of CAP. Of this total, $250,000 was directed toward the operation of CAP as an integral part of the Academic Library Program over the next five years. The remainder was earmarked as transition funding to revise the pilot test manual, to develop additional approaches to collection assessment and to operate the revised program in from three to five academic libraries during 1978-79.

The pilot studies initiated in 1977 were completed during 1978. The libraries at Arizona State University and the Massachusetts Institute of Technology issued final reports in March and the library at the University of California, Berkeley completed its report in December. Among results reported were development of new approaches to the allocation of materials funds, more effective mechanisms for coordinating diverse collection development functions, expanded approaches to the evaluation of collections, new resource sharing opportunities, and recommendations for the preservation and conservation of library materials. Implementation of the results of these pilot studies began at each institution during 1978.

The pilot study experiences led to several changes for the program's future. Initially planned as a six to seven month project, it has been expanded to cover eight to nine months, allowing for greater emphasis on designing final recommendations and an implementation strategy. The manual is being revised and edited with the addition of new chapters dealing with the allocation of materials funds and preparation of the final report. In addition, procedures were developed for carrying out collection use studies, materials availability studies, and materials access studies. Finally, the number of on-site visits by OMS staff during the project operation has been reduced to three or four including an initial orientation and project planning session at the beginning of the project, a training session for task force members at approximately the mid-point of the project, and a session aimed at developing recommendations and implementation strategies toward the end of the project.

The revised procedure and manual is being used at the University of California, San Diego and Brigham Young University which began the project in October and Case Western Reserve University, which began in November. All should be completing the project in early summer, 1979. A fourth institution, the University of Illinois, is beginning the project in January 1979.

CAP is making use of three co-consultants this year. George Soete, Collection Development Librarian at Arizona State University is co-consulting at Brigham Young University; Jutta Reed, Collection Development Librarian at M.I.T. is co-consulting at Case Western Reserve; and Sheila Dowd, Assistant University Librarian at Berkeley, is co-consulting at Illinois. All have worked with OMS staff as members of previous CAP study teams and have strong backgrounds in collection development. Their experiences will provide insights into the design of a formal consultant training program to be operated in 1979 as part of the Academic Library Program.

Future plans for CAP include the application of the project at three to five libraries each year and the continued refinement of the program procedure and manual.

3. The Academic Library Development Program (ALDP)

This self-study strategy is for small and mid-sized libraries to use in assessing operations, services, management practices, facilities, and changing technological needs designed in cooperation with the Council on Library Resources (CLR). The Office has been able to secure the CLR program coordinator for that effort, Grady Morein, who joined the staff in June of this year. His presence will allow integration of ALDP into the over-all Academic Library Program. During 1978 further tests of the study procedure were completed at three libraries: Carnegie-Mellon University, Drew University, and the University of Wisconsin/Parkside. In addition, a fourth library (Seattle University) started the program late in 1978 and will complete it during the next year. Participant reports are available from the Office.

4. The Planning Program for Small Libraries

In the latter part of 1978, the Lilly Endowment, Inc., approved a grant of $200,000 to the Office to conduct a Library Planning Program for independent colleges and universities in Indiana and neighboring states. The two-year grant will enable up to 20 libraries to conduct assisted self-studies to improve their services, operation, and management practices.

The Library Planning Program is designed specifically for libraries with staffs of from one to ten professionals, taking into account their distinctive needs. Libraries will be selected through a competitive process by the OMS on the basis of readiness and ability to participate. Specific criteria include a need for self-study, a desire for improvement, an ability to conduct a self-study, and institutional support for the endeavor. Under the grant provisions, qualified libraries will receive manuals, guidelines, survey instruments, and consulting assistance from the OMS plus a stipend of $5,000 to help cover the costs of conducting the program.

The design and testing of the Library Planning Program will be accomplished within the framework of the Academic Library Program.

5. The Academic Library Consultant Training Program

The Academic Library Consultant Training Program was developed during 1978 to provide the opportunity for outstanding librarians to serve as co-consultants in OMS-conducted self-studies. As such, they will develop skills in identifying and diagnosing library problems; study theory and concepts of library training and consultation; gain experience in the consultation process; gain an operational understanding of OMS self-study procedures and their applications; and increase skills in facilitating groups engaged in problem-solving. In the first year of program operation -- 1979 -- 10 to 20 individuals will be selected.

The primary components of training are (1) an intensive two-week institute on consultation skills that acquaints candidates with the wide array of techniques, strategies, and resources available to them within the program, and (2) a year-long practicum where candidates work with an OMS staff member in the conduct of a library study. In addition candidates will be encouraged to complete a directed reading program; design study interventions; prepare organizational assessments; and participate in related workshops, institutes, and conferences. These activities will be completed with the guidance of OMS staff.

Consultant candidates will be selected on the basis of a written application available from the OMS, individual interviews held regionally, and participation in a program orientation workshop. Selections will be made by the ALP Advisory Committee and the OMS staff. Persons will be selected on the basis of the following criteria:

- Five years of successful library operations experience.
- Demonstrated skills in dealing with colleagues, analyzing and solving problems, and making decisions.
- Demonstrated communication skills, especially openness to new ideas, tolerance for differing viewpoints, and ability to articulate ideas.
- Ability to devote up to 22 days during the first year to the proram (on a release time or personal leave basis).

In addition, the selection committee will consider the candidates' experience in library self-studies; specialized management training; accomplishment in an area covered by an OMS study; and potential for working within the assisted self-study approach to organizational change and development.

It is expected that consultants will devote up to 22 days during 1979-1980 away from their present positions while engaged in a 2-week workshop and in 10-12 days of consulting at a library site. This may be either release time granted by employer or personal vacation leave. Consultants also will be expected to devote some personal time at their home location preparing for visits, writing reports, etc.

B. The Office Program of Information Collection and Dissemination

By conducting surveys, analyzing library documents, issuing publications, and building in-house files for ARL member use, this program helps coordinate information-seeking activities of ARL and other academic libraries and stimulates interest in improving library operations and management.

During 1978, this Program identified the planning, implementing, and evaluating of automated systems as a prime concern. One-half of its surveys and publications were devoted to this topic, focusing on acquisition, circulation and cataloging systems, technical skills training, and alternative catalog formats.

These surveys revealed that although considerable progress has been made in developing automated systems, libraries reported experiencing difficulties in introducing new technology and frequently did not fully exploit enhanced capabilities. The speed of technological change makes it difficult for libraries to assess the utility, cost-effectiveness, and permanence of systems, or to gauge the full impact of a new technology on staffing, library service, or users. Given such constraints, libraries must carefully study new developments and follow rational systematic procedures for introducing these changes.

In the area of acquisitions, libraries reported that the procedures required to acquire materials — including searching, selection, input of order information, fund accounting, receiving and processing — are highly labor-intensive when handled manually. In addition, academic libraries are coping with growing amounts of published information, continuing user demands and acquisitions workloads, and more complex bibliographic and management information needs. Since the early 1960's, many academic libraries have turned to automation to deal with at least some of these challenges. Most libraries report that automation has helped standardize processes and has resulted in more efficient use of staff, but few libraries report reduced costs for processing as a result of automated acquisitions.

Libraries also have been developing and utilizing automated cataloging systems since the mid-1960's. Although some early development was directed toward local systems, the emergence during the late sixties and early seventies of national or regional on-line networks has proved most significant to academic and research libraries. While some benefits have been production-oriented, such as rapid production of catalog cards, the shared on-line systems also have led to economies in original cataloging by providing shared catalog records to all users of a particular system.

As for automated circulation, costs play a large part in decisions to implement such systems. In fact, nearly all libraries without circulation systems cite lack of funding as the reason for not automating. The decision to automate is based upon the need to handle routine tasks more efficiently and to release staff to handle direct public services, as well as to reduce costs per item processed. For the most part, circulation systems are able to effect these changes in libraries. Reduced costs are attributed mainly to the ability to handle increased workloads by existing staff rather than to any reduction of staff size.

The advent of new technology also places demands on the organization to train personnel to handle new procedures and equipment. Many libraries are taking advantage of the training offered by vendors of automated systems, while others are developing more systematic, comprehensive library-wide training programs that address not only the use of a particular piece of equipment, but orientation, professional growth, and attitudinal needs as well.

One of the most universal concerns of the past year was the exploration of alternative catalog formats in anticipation of the implementation of AACR 2. Libraries are weighing the costs, workability, and availability of computer-output-microfilm (COM) systems, on-line systems, and book catalogs as alternatives to the card catalog. However, choices surrounding retention of the card catalog or adoption of a new format are difficult because of the lack of information on the effect of changes in AACR 2 within each library and because of unknown cost requirements for making changes. In addition, decisions involve many levels in and outside the library, and their effects will be highly visible. Most libraries have decided that extensive staff involvement is required, and have set up planning groups. There is a widely-expressed need for a cost model that will enable libraries to predict with some accuracy the expenses and effectiveness of alternative formats.

In general, while the promises and potentials of automation are high, it seems that automation has not had as much impact upon library procedures and performance as was predicted in the 1960's. Only a few libraries report having truly integrated multi-functional systems and there is little evidence that automation has resulted in large-scale redefinition of library tasks. However, academic libraries have benefited from the use of automated systems. Some of these benefits have been economic, but the most important have been performance-based. Automated internal systems provide the first step in the development of a national library network. They allow dialogues among libraries to occur efficiently and inexpensively, and they indicate the potential for greater utilization of the nation's library resources.

1. The Systems and Procedures Exchange Center (SPEC)

This information clearinghouse facilitates cooperation among ARL libraries by gathering and maintaining files of useful documents, regularly issuing analyses and selected compilations of documents, and working individually with ARL libraries to solve specific information needs. In keeping with newly expanded Academic Library Program, SPEC also provides publications to 225 non-ARL libraries on a subscription basis.

SPEC conducted surveys of ARL libraries in the following areas during 1978: automated cataloging, automated circulation, automated acquisitions, technical services staffing, fringe benefits, fiscal planning, communication, future of card catalog, and annual reports and staff handbooks

Seven earlier kits were updated based upon changes in library operations in these areas:

Affirmative Action (#4)
Grievance Procedures (#23)
Managerial and Technical Specialists (#20)
Para-professionals (#21)
Personnel Classification (#7)
Physical Access (#27)
Planning Systems (#13)

Ten new kits and flyers were issued in 1978:

Skills Training (No. 40) reports on the use of on-the-job training and procedures manuals and on orientation and training programs. Of libraries responding to a SPEC survey, over three-fourths reported that manuals, guides, and on-the-job training are the main methods of instruction for technical skills. However, there is a growing interest in developing new training programs and resources. The kit contains 11 documents totaling 88 pages, including a listing of training materials in use.

Collection Assessment (No. 41) describes several collection-centered and client-centered assessment techniques, and discusses the effects of building collection assessment into regular library operations. The kit contains 11 documents (103 pages) illustrating approaches to collection evaluation and assessment.

Resource Sharing (No. 42) discusses current issues, benefits and costs of resource sharing, local versus shared collections, concern with faculty resistance, and cooperative collection development policies. The Kit contains 16 documents (108 pages) covering policies and procedures, program descriptions, planning and evaluation, reports and recommendations, and selected references.

Automated Circulation Systems (No. 43) notes that initial decisions to automate circulation functions are most often based upon needs to handle routine tasks more efficiently and to release staff to handle direct public services, as well as to reduce costs per item processed. The flyer discusses conversion and training, effects on organization and staffing, library operations and use, management information, and evaluation. The 100-page kit contains 16 documents, including an analysis of a SPEC survey on automated circulation.

Automated Acquisitions (No. 44) reports that automation of acquisitions has helped standardize processes and has resulted in more efficient use of staff, but few libraries report reduced costs for processing. The kit contains an analysis of SPEC survey responses and nine documents dealing with planning, use, and evaluation of automated acquisitions (102 pages).

Changing Role of Personnel Officers (No. 45) states that the role of personnel officers has changed over the past few years, due to increasing governmental regulations, growing staff needs and demands, and recognition by library leaders of the importance of a well-trained staff. The kit contains nine documents (76 pages) on personnel functions, selection and performance evaluation processes, and staff development programs.

Planning for the Future of the Card Catalog (No. 46) cites the difficulties of making choices concerning retention of the card catalog or adoption of a new catalog format. Many libraries are using extensive staff involvement for gathering information, examining issues, and establishing priorities. The expanded-size kit (175 pages) contains 17 documents covering historical perspectives, general planning, technical services, reader/user services, staffing, and bibliographies.

Automated Cataloging (No. 47) states that although there is concern with the quality of contributed records and with improved subject access to the various data bases, most ARL libraries report that automated cataloging systems are accomplishing what was originally expected of them. The flyer discusses implementation, impact, and evaluation of automated cataloging. The 107-page kit contains 14 documents dealing with planning and rationale, implementation and training, and evaluation.

External Fund Raising (No. 48) notes that many academic library directors report the development of alternative funding sources is becoming an integral part of their job. As budgets grow more restrictive, and as university capital funding seems less able to meet library needs, academic libraries are supplementing appropriated funds with monies from foundations, businesses, endowments, individual gifts, friends groups, and alumni. The flyer reviews fund raising strategies, provides updated information on foundations, and discusses needs and trends. The kit contains 13 documents (106 pages) on fund-raising programs.

The Use of Annual Reports (No. 49) points out that administrators use reports for several reasons - as communication links with library users and university administration, and as tools for developing public support and influencing acceptance of library goals and programs. The flyer describes formats, purposes, and content of annual reports over the past three years. The kit contains 20 excerpts of reports (109 pages) illustrating varying approaches and formats.

The number of SPEC subscribers has risen to 225 this year, up from 164 in 1977. The expanded SPEC operations report billings for 4,427 kits and income for 5,431 kits during 1978. With an increase in the number of kits being prepaid, it is estimated that over 7500 kits were distributed. A total of 942 other publications, including occasional papers and management supplements, was disseminated.

2. Other Major OMS Publications

Collection Analysis in Research Libraries: An Interim Report on a Self-Study Process was published in March, 1978. This 27-page report contains five papers on the status on the Collection Analysis Project (CAP) which discuss major issues confronting research libraries in developing and maintaining collections. The pilot tests at the Massachusetts Institute of Technology, Arizona State University, and the University of California at Berkeley are reviewed by library directors of the institutions.

Workshop for Japanese Collection Librarians in American Research Libraries was published in December 1978. This 111-page paper reports on a 3-day meeting of 26 of the nation's leading Japanese collections curators and librarians. The meetings, sponsored by the Japan-U.S. Friendship Commission, reviewed the current status of Japanese collections and examined future needs.

3. Other Activities

The SPEC center has extended efforts in three areas during 1978. First, communication with SPEC liaisons in ARL libraries has been enhanced by conducting site visits to member libraries and by informational mailings to liaisons and directors. Site visits were made to Princeton University, Johns Hopkins, Howard University, the University of Tennessee, and the University of Rochester. A new Descriptive Guide to SPEC and a new description of the liaison's role in SPEC were prepared and distributed.

Second, the Center has worked closely with several ARL libraries in developing and administering surveys. At the ARL membership meeting in October 1978, the board reminded the membership that SPEC offers a centralized on-demand survey service. Members were encouraged to contact the OMS when they need to collect information from other institutions, particularly in areas of management or operations. Stanford University, Rutgers University, the University of Virginia, and the University of Massachusetts contacted SPEC for on-demand surveys during 1978.

Third, SPEC has been extensively involved in two grant projects during 1978, both funded by the H.W. Wilson Foundation. One grant, to distribute complementary kits and flyers to library schools, began in November, and will continue for 12 months, Deans of the 100 member libraries of the Association of American Library Schools were contacted by letter. After indicating their interest in the program, library schools were sent a package of information. They are receiving one kit/flyer per month along with additiona. selected resources. A project also funded by H.W. Wilson to revise and update the index to ARL meetings was completed.

C. The Office Program of Organizational Training and Staff Development

The staff of academic libraries comprise a distinct managerial challenge. Many staff possess extraordinary credentials in terms of advanced degrees, language specialities, and research skills. The choice to work in an academic setting is influenced less by economic considerations and more by environmental and situational factors. Yet, there are changes occurring in staffs' expectations and demands regarding their role in library organizations. Staff are demanding increased organizational attention to their professional and personal needs and are seeking job responsibilities where they can contribute more meaningfully to organizational goals. This has forced management to move toward more open organizations with wider staff involvement in decision making. While this trend offers opportunities for creative, positive change, it also creates tensions and frustrations for library managers accustomed to more traditional modes of authority, resonsibility, and decision-making. Library managers, like managers in other enterprises, find traditional management styles and leadership assumptions increasingly less effective.

The managerial emphasis on achieving results requires an organizational setting where talented people can work together to accomplish library objectives. Generally speaking, this is a movement away from a system of tight control and authority over the work of staff to a system of individual commitment to organizational goals and self-direction. This movement focuses attention on issues of motivation, clarification of goals and priorities, individual development, performance appraisal, supervisory style, and staff development.

This process of shared commitment and responsibility has created situations where individual growth can proceed within a context of organizational growth and where the skills and understanding of individual library staff members can be more fully utilized, providing greater fulfillment to the individual while enhancing the performance of the library. The growth of the individual is no longer restricted to increased technical awareness, but includes the increased understanding of the opportunities and constraints facing libraries and the array of forces leading to managerial decisions. Fuller involvement can and frequently does lead library staffs to an expanding awareness of the library's problems and to solutions.

Another area of human resources receiving increased attention is staff development. While libraries have traditionally supported personal professional growth through tuition assistance plans and support for conference attendance, there has been some movement toward operating on-site development and training programs that provide skills and knowledge specifically required by the organization. These programs range from formal training in catalog filing to instruction in management skills such as communication, supervision, and employee counseling. In many cases, training programs have been operated with the recognition that the development of library staff is an important part of improving organizational performance during periods of financial decline, particularly in labor intensive organizations.

One approach to filling libraries' needs for special skills and expertise is the recruitment and utilization of non-librarian technical and managerial specialists. In larger libraries this has included specialists in personnel, budgeting, planning, facilities, and automated systems. The number and range of these positions have increased in recent years, particularly in libraries that have grown substantially in dimension and complexity. This trend indicates a realization that a range of non-library skills is needed, and that in many cases these skills are not available among professional library staffs. When budgets do not permit the hiring of specialists, in-house training is often implemented to acquaint existing staff with requisite skills.

A movement in human resource management is toward making greater use of the staff in determining the desired results of unit and library performance and the manner in which these results will be achieved. People are employed in organizational situations where their role and contributions are valued, recognized, and well used.

Staff expectations and administrative concern have contributed to increased need for resources in the training area, and OMS Management Skills Institutes and Special Focus Workshops have been increasingly popular during the year.

1. Management Skills Institutes

Three Library Management Skills Institutes were conducted in 1978, each with a full registration of 45. The Institutes, held in Chicago, Cambridge, Massachusetts, and Columbia, Maryland, were designed to increase personal awareness of supervisory style and to develop skills necessary for organizational effectiveness. The intensive 3 1/2-day laboratory settings provided an opportunity for librarians to identify and specify their individual concerns and problems. Then, with the assistance of a notebook of readings and exercises and the structure of the Institute, participants worked toward the resolution of their concerns.

2. Special Focus Workshops

In late 1977, OMS announced it would offer two-day Special Focus Workshops at individual libraries, in order to focus on one or two management concepts with up to 40 staff members. The plan proved to be attractive to libraries as demonstrated by the following list of of Workshops.

Institution/ Group	Number of Participants	Workshop Topic	Date
ALA/Staff Development Officers	42	Train the Trainer	Jan. 22
Federal Library Committee	35	Supervisory Skills	Feb.22-24
ARL Membership Meeting	100	Technical Workshops o Budgeting Techniques o Automated Circulation Systems o Remote Storage	May 3
USIA Field Librarians	26	Problem-Solving	Aug.14-16
Japanese Collection Librarians	32	Japanese Collections in US Research Libraries	Aug.28-30
Ohio State Univ. Libraries	42	Supervisory Skills	Sept.5-6
Louisiana Chapter, Special Library Association	25	Zero-Based Budgeting	Sept.30
University of Arizona Libraries	18	Communication and Decision-Making	Oct.13-15
Library of Congress	42	Group Dynamics	Dec. 5
National Oceanic and Atmospheric Administration	240	Women in Management	Dec.11-15

3. Regional Workshops

In an effort to acquaint librarians with OMS programs and their results, several one-day workshops were held in cooperation with libraries participating in self-study programs. In 1978, the following workshops were conducted:

- o Arizona College and University Library Association, January 18
- o CAP Workshop, Massachusetts Institute of Technology, November 7
- o ALDP Workshop, University of North Carolina-Charlotte, December 1
- o CAP Workshop, Arizona State University, July 17.

4. Management Training Film Program

During the year, subscribing libraries used films 56 times as part of in-house training programs.

The OMS continued to preview management films and to acquire those that seemed most useful to library training programs. The two films added to the collection are: "Nuts and Bolts of Performance Appraisal" and "The Power of Listening."

The program is available to all academic libraries willing to share in film acquisition costs. A brochure describing the 9 films is available from the Office.

D. The Office Program of Applied Research and Development

The office does not maintain a large research capability: Most ongoing efforts are directed toward design of the study procedures comprising The Academic Library Program described earlier. There is, however, a basic interest in the investigation of managerial concerns of research libraries. This interest manifests itself in office support of research conducted by other agencies as well as in various small separately funded projects conducted within the office.

1. Educational Testing Service. Study of Collection Development in Academic Libraries.

This is a study of collection development practices in seven academic libraries. The study was completed at the request of the National Inquiry into Scholarly Communication with the support of the National Endowment for the Humanities. The principal investigators were Hugh Cline and Loraine Sinnott while the OMS director provided advice and assistance. The study was completed during 1978 and will be published in 1979.

2. Cornell University Libraries Collection Management and Development Project.

This is a research project aimed at developing detailed analyses of the Cornell University Libraries' collections and innovative approaches to such issues as allocation, selection, collection assessment, remote storage of materials and collection policies. Jeffrey Gardner of the OMS served on the project's advisory committee.

3. Clarkson College. Design and Analysis of Performance Assessment Measures for Academic Libraries.

This one year study is intended to develop measures for performance assessment and decision making in academic libraries and information services. The study, sponsored by the National Science Foundation, includes surveys of various academic libraries to determine kinds of information presently used in making decisions. Performance measures will be developed in the areas of resource allocation. Principal investigators are Michael Bommer and Ronald Chorba from Clarkson College. The OMS director is acting as advisor to the project. Completion is scheduled for 1979.

4. Educational Testing Service. Study of the Impact of Automation on the Structure and Activities of University Libraries.

This is an 18 month study of the impact of automation on university research libraries. Comparative case studies will be completed at six libraries focusing on the organizational changes accompanying the use of automation in acquisition, circulation and reference activities. The project, funded by a U.S. Office of Education grant, is directed by Hugh Cline. The OMS Director is senior consultant to the project.

5. Cost of Research Library Materials Project

Several discussions with ARL directors were held during 1978 regarding their need for better cost information for research library materials. During 1979, the office will survey ARL libraries on materials cost studies. The intent is to develop a package of cost studies, and make it available to the membership.

6. Development of User Based Collection Assessment

As part of the Collection Analysis Project, the office contracted with Paul Kantor of Case Western Reserve University, to develop a methodology for research libraries to measure access and availability rates of materials. The methodology has been incorporated into CAP and will be tested during 1979.

7. The office developed during 1978, based on the Management Review and Analysis Program Manual, three Resource Notebooks on the topics of Staff Development, Organization, and Planning. One hundred copies of each of the prototype notebooks, which are working tools for libraries wishing to study a particular facet of library operations, were produced.

IV. OMS PRIORITIES FOR 1979

Each year the office establishes operating priorities with the assistance of its advisory committee, which was enlarged during 1978 to afford wider ARL input into planning and performance assessment. Membership on the committee includes Frank Grisham (Joint University Libraries), Page Ackerman (UCLA Library School), Penny Abell (University of California at San Diego), Louis Martin (Cornell University), Irene Hoadley (Texas A&M University), and William Studer (Ohio State University).

In 1979 the principal priority of the office relates to the operation of the Academic Library Program. The three fully operational self-study programs (CAP, MRAP, and ALDP) will be made available to interested libraries and it is expected that up to 10 studies will be conducted. The Consultant Training element of the Academic Library Program will be designed, the first class selected, and the training started for 10 to 20 individuals. The Small Library Planning Procedure will be developed and operated at 5 to 10 Indiana Libraries, and design efforts will be initiated in the Services area.

The Systems and Procedures Exchange Center expects to conduct three to four surveys, issue 10 Kits and Flyers, and assist in the development of major OMS publications such as the self-study manuals that are a part of the Academic Library Program. The topics scheduled for coverage within the center include: library services, communication methods, special collections, and microforms.

The OMS Training Program will center on the design and operation of the Consultant Training element of the Academic Library Program. In addition, four Management Skills Institutes are scheduled and up to 10 Special Focus workshops will be conducted at interested libraries. The training film program will be maintained.

Among several outstanding proposals which may receive funding during 1979 are three projects that draw upon OMS capabilities in making useful resources available for the management of academic and research libraries: (1) a proposal to design in-house training packages for academic libraries, (2) a proposal to conduct a workshop on the role of women in library management, and (3) a proposal to develop a study procedure to enable research libraries to examine the local preservation problems.

V. CONCLUSION

The past year was in many respects a culmination of eight years of Association concern with the management challenges facing research libraries. During this time over 30 ARL members have directly participated in one of the comprehensive developmental studies sponsored by the office. The information on current management practices generated by the OMS Systems and Procedures Exchange Center has been used by virtually every ARL member for internal problem solving, committee work, and staff development activities. The training programs of the office have enabled over 2,000 library staff to identify and develop needed managerial skills and to contribute more to library operations. And the office effort to apply management study techniques to the examination of substantive concerns of research libraries has proved successful with the design and implementation of the Collection Analysis Procedure.

The year of 1978 was also a turning point. Plans for development of the Academic Library Program secured financial commitments which assures ARL members of the continued availability and expansion of OMS resources. The Academic Library Program also includes a commitment to make self-study resources available to non-member libraries.

The ability of the OMS to respond to the needs of research libraries as well as to provide access to management resources for non-member libraries will be tested in the next year. The office staff are convinced that the strategy of collaboration among member and non-member libraries will provide richer resources for the entire profession.

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